

## Week 8: Web 2.0 Toys and Teaching

*March 10 – March 17*

**Reading:** Richardson, 129-142.

**Exploration:** Go back and play with your favorites if you like. If the lack of giant list is making you sad, you can check out this site <http://www.go2web20.net/> which touts itself as the most complete list of 2.0 applications on the web. I love that it exists, but I didn't give it to you earlier because it makes my brain hurt to look at it. And now I am passing the aching on to you! This is completely optional, but I would be curious to hear your thoughts about it in your blog. If you are hungry for more, I also offer you 130 tools in 160 minutes - <http://www.librarystuff.net/130tools> , 100 Free Library 2.0 Webinars and Tutorials - <http://www.collegeathome.com/blog/2008/05/29/100-free-library-20-webinars-and-tutorials/> and The Top 25 2.0 Sites for Education - <http://www.techlearning.com/default.aspx?tabid=67&entryid=602>

Also, try to take a look at an eReader – the Kindle is probably the one with the most name recognition, but there is also the Sony Daily Reader and Barnes & Noble's Nook. The iPad has eReader capability, so if you looked at that aspect during week 6, you can comment on it here. As we saw in week one, some schools are really looking at them for supplementing (or eradicating!) their print collection. Will they be the wave of the future? Do you know any students who are using them?

**Assignment:** Imagine a teacher has come to you for help choosing ways to enrich a unit she is doing using online tools. Create a unit in the subject of your choice, for the grade level of your choice incorporating 10 of the applications, tools, or formats you have learned about in this module.

If you like, you can split the assignment. This means that you will do a 5 app unit with your imaginary teacher friend and you can do a library based classroom unit integrating the other 5 apps.

If you work, or are hoping to work at the elementary level this is one of the few times a fixed schedule will actually be helpful. And realistically, you should have some idea of how to work with a fixed schedule even though it is not the ideal situation. (If you are new to the program and don't know about the fixed/flexible debate you can feel free to hash it out in the discussion a bit. I imagine there are opinions!) With a fixed schedule you can chart out your unit for the same set of kids the same time every week. It means that you are able to spread the information out over an extended period of time more easily than if you are trying to work with another teacher collaboratively.

At middle and high school you will be harder pressed to count on a consistent group of students, but you could play "in a perfect world" and format this as a proposal to administrators for a library skills research skills unit that you would take on with part of

the student population. Or more realistically couch it as a collaborative unit with the content area teacher.

If you do one large unit it needs to have 10 applications. This is a lot so you may want to choose a large topic or a number of topics that would lead into each other like “Abolitionists → Civil War → Reconstruction” or “Explorers and Indigenous People”. For some reason I can only ever think of history examples, but be as creative as you like.

Also, please include examples of student work (fake examples of student work that you make yourself) to show what some of the end result will look like, when possible. If you are having them create video or podcasts, of course you won’t be able to put in the time to make an example. (But feel free, if you’d like to!) If you are having them put up a flickr page, blog, animoto or use image generators you could throw up a quick example.

Your content should be based on the following

**Colaborative Classroom –**

*Mass. State frameworks:*

<http://www.doe.mass.edu/frameworks/current.html>

*or*

*Common Core Standards*

<http://www.corestandards.org/the-standards>

**Library Classroom -**

*AASL Standards for the 21<sup>st</sup> Century Learner*

<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>

*or*

*MSLAMS LA 2008 Massachusetts Recommended PreK-12 Information Literacy Standards [Abridged is fine]*

<http://maschoollibraries.org/content/view/470/40/>

You might want to use the Technology Integrated Lesson Plan Template there is a nice one from Washington County, Virginia. You can access it here - [www.wcs.k12.va.us/users/honaker/IT-Lesson-Plan-template.doc](http://www.wcs.k12.va.us/users/honaker/IT-Lesson-Plan-template.doc) and it will directly download it for you. You can modify it to be a unit plan if you like or you can just write a paragraph describing your unit and then have individual lessons if need be. Needless to say, if you are doing a classroom lesson and a library lesson you will need to submit two different unit plans. This template does not include a rubric, which it should. But I am not going to hold you to that. Just be aware that when you do a lesson plan, it should include a rubric for assessment. Many schools are going to school-wide or department-wide rubrics, which makes it easier.

You can go in your own direction if you like and create your own unit organization presentation, but please include the same basic information.

In addition to recounting your eReader experience, I would like you to revisit your experience in module 2 and list your personal top 5 tools in your **blog** and in the **discussion**.